

### Course Information

Semester & Year: Spring 2024

Course ID ECE 10 D6259

Instructor's name: Freneau

Day/Time of required meetings: M 12:30-1:35

Location: D34

Course units: 3

### Instructor Contact Information

Office location DN E 8

Office hours: by appointment

Phone number: 707-465-2334

Email address: phil-freneau@redwoods.edu

### Catalog Description

**Students demonstrate early childhood teaching competencies under guided supervision to make connections between theory and practice and developing professional behaviors. Students apply comprehensive understanding of children and families; developmentally appropriate, child-centered, play-oriented approaches to teaching and learning; and knowledge of curriculum content areas. They design, implement and evaluate experiences that promote positive development and learning for all young children. Students become informed advocates for high-quality and appropriate educational practices and policies.**

### Course Student Learning Outcomes

- 1. Integrate understandings of children's characteristics and needs to develop healthy, safe, respectful, supportive and challenging learning environments for all children.**
- 2. Evaluate the effectiveness of an early childhood environment, the curriculum and teaching strategies to improve teaching practices.**
- 3. Design, implement and evaluate curriculum activities based on observation and assessment of young children.**

**4. Apply a wide array of effective approaches, strategies and tools in developing relationships with children and colleagues.**

**5. Evaluate how teachers involve families in their children's development and learning.**

**Critically assess one's own teaching experiences to guide and inform practice.**

## **Prerequisites/co-requisites/ recommended preparation**

ECE 7

### **Educational Accessibility & Support**

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Disability Services and Programs for Students \(DSPS\)](#). If you are unsure whether you qualify, please contact DSPS for a consultation: [dsps@redwoods.edu](mailto:dsps@redwoods.edu).

- Eureka: 707-476-4280, Student Services Building, 1st floor
- Del Norte: 707-465-2324, Main Building, near the library
- Klamath-Trinity: 707-476-4280

### **Student Support Services**

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)

- [Online Student Handbook](#)
- [Online Tutoring Resources](#)

To learn more about the resources available to you, click on a title bar below, or click the down arrow to expand them all.

Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

## Community College Student Health and Wellness

If you are in distress or are with someone at risk right now, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or TEXT 741-741

### Timely Care

When you're feeling under the weather physically or distressed mentally, you can find the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. [Visit TimelyCARE here](#)

### Mental Health Counseling

Students should text, email, or fax Shawna Bell directly for scheduling and/or services.

Contact info

Text: 707-496-2856

Email: [shawnabmft@gmail.com](mailto:shawnabmft@gmail.com)

Fax: 707-237-2318 (voicemail can be left via fax)

### Wellness Central

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Wellness Central](#).

## Counseling

[Counseling & Advising](#) can assist students in need of academic advising and professional counseling services. Visit the Welcome Center in the lower level of the student services building Monday –Friday 9am – 4pm (during the semester, summer hours may vary).

## Basic Needs Center

[The Basic Needs Center](#) provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. Students can submit a request for services and information [here](#).

Contact info

Phone: 707-476-4153

Email: [the-grove@redwoods.edu](mailto:the-grove@redwoods.edu)

## Learning Resource Center

Learning Resource Center includes the following resources for students

- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

- [Academic Support Center](#) – offers tutoring and test proctoring for CR students.
- [Student Tech Help](#) – provides students with assistance around a variety of tech problems.

## EOPS

[Extended Opportunity Programs & Services \(EOPS\)](#)[Links to an external site.](#) provides services to eligible income disadvantaged students including: textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

## TRiO Student Success Program

The TRiO Student Support Services Program provides eligible students with a variety of services including academic advising, career assessments, assistance with transfer, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#).

## Veterans Resource Center

The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

## CalWORKS

CalWORKs – California Work Opportunity & Responsibility to Kids (CalWORKs). Provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF **benefits**), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

## Evaluation & Grading Policy

[Should include info such as final grade calculations, rubrics, late assignment policy, and other grading practices]

## Spring 2024 Dates

January 12	Last day to register for classes (day before the first class meeting)
January 13	Classes begin
January 15	Martin Luther King, Jr.'s Birthday Holiday (District-wide closure)
January 19	Last day to add a class
January 26	Last day to drop without a "W" and receive a refund
January 29	Census Date (20% of class)

February 16	Lincoln's Birthday Holiday (District-wide closure)
February 19	President's Day Holiday (District-wide closure)
March 7	Last day to petition to graduate
March 29	Last day for student initiated withdrawal (62.5% of class)
March 29	Last day for faculty initiated withdrawal (62.5% of class)
March 11-16	Spring break (no classes)
May 4-10	Final Examinations
May 10	Last day to file for P/NP Option
May 10	Semester Ends
May 17	Grades due
May 24	Grades available

## Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## AI Use Class Policy

[There is no official CR policy on AI use. It is up to the instructor how they would like to address AI use in their courses. Below are three sample policies for you to consider, adapt, or delete.]

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. However, overuse of these tools in this class can undermine your learning and curtail the development of your critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, the policy of this class is that AI cannot be used at any point in the completion of class assignments, including discussion posts. Any or all of your assignment submissions and discussion posts may be screened by AI detection software, but the real penalty for AI misuse is that you will miss out on an opportunity to learn.

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. Sometimes, using these tools appropriately can help us overcome barriers and allow us to focus on deeper learning. However, overuse of these tools can undermine the development of our critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, it is sometimes appropriate and sometimes inappropriate to use generative AI in the completion of assignments or in discussion posts. For this class, please see the specific assignment instructions for guidance on how and when generative AI tools may be used appropriately as we're working on and learning from a particular assignment. Also, please keep in mind that you are responsible for anything you submit; please carefully review all AI-generated outputs, screening them for accuracy, bias, appropriateness, and fidelity to your perspective.

Generative AI tools, such as ChatGPT and Google's Bard, are likely to be widely used in the workplace moving forward. It's important for you to understand how to use them ethically and effectively. For that reason, in this class, you will sometimes be invited to use such a tool in the completion of an assignment. In this class, using generative AI tools is not cheating if the outputs are screened by you for accuracy, bias, appropriateness, and fidelity to your perspective.

## Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

## Canvas Information

Log into Canvas at [My CR Portal](#)

For help logging in to Canvas, visit [My CR Portal](#).

For help with Canvas once you're logged in, click on the Help icon on the left menu.

For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

## Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

## Emergency Procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into [WebAdvisor](#) and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

To learn more about campus-specific Emergency Procedures, click on a title bar below, or click the down arrow to expand them all.

## Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety](#).

## Klamath-Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, KlamathTrinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency, communication shall be the responsibility of the district employees on scene:

1. Dial 911, to notify local agency support such as law enforcement or fire services.
2. If safe to do so, notify key administrators, departments, and personnel.
3. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
4. Contact 530-625-4821 to notify of situation.
5. Contact Hoopa Tribal Education Administration office 530-625-4413
6. Notify Public Safety 707-476-4111.

In the even of an emergency, the responsible district employee on the scene will:

1. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
2. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
3. Close all window curtains.
4. Get all inside to safe location Kitchen area is best internal location.
5. If a police officer or higher official arrives, they will assume command.
6. Wait until notice of all is clear before unlocking doors.
7. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
8. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes

## **Syllabus for [ECE 10 Field Experience] – Del Norte Site**

**Semester & Year** Spring 2024

**Course ID and Section #** ECE 10 D6559

**Instructor's Name** Freneau

**Day/Time** M 12:30-1:35

**Location** DN 34

**Number of Credits/Units** 3

<b>Contact Information</b>	<i>Office location</i>	E8
	<i>Office hours</i>	By Appointment
	<i>Phone number</i>	707-465-2334
	<i>Email address</i>	Phil-freneau@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	Creative curriculum 4 <sup>th</sup> ed
	<i>Author</i>	Dodge
	<i>ISBN</i>	1-401-82024-7

### **Course Description**

Students demonstrate early childhood teaching competencies under guided supervision to make connections between theory and practice and developing professional behaviors. Students apply comprehensive understanding of children and families; developmentally appropriate, child-centered, play-oriented approaches to teaching and learning; and knowledge of curriculum content areas. They design, implement and evaluate experiences that promote positive development and learning for all young children. Students become informed advocates for high-quality and appropriate educational practices and policies.

### **Student Learning Outcomes**

1. Integrate understandings of children's characteristics and needs to develop healthy, safe, respectful, supportive and challenging learning environments for all children.
2. Evaluate the effectiveness of an early childhood environment, the curriculum and teaching strategies to improve teaching practices.
3. Design, implement and evaluate curriculum activities based on observation and assessment of young children.
4. Apply a wide array of effective approaches, strategies and tools in developing relationships with children and colleagues.



## **Syllabus for [ECE 10 Field Experience] – Del Norte Site**

### **5. Evaluate how teachers involve families in their children's development and learning.**

**Critically assess one's own teaching experiences to guide and inform practice.**

### **Special Accommodations**

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact [Disabled Students Programs and Services](#)

[Links to an external site.](#). Students may make requests for alternative media by contacting DSPS at 707-464-2352.

### **Academic Support**

Academic support is available at [Counseling and Advising](#)  
[Links to an external site.](#) and includes academic advising and educational planning, [Academic Support Center](#) [Links to an external site.](#) for tutoring and proctored tests, and [Extended Opportunity Programs & Services](#)

[Links to an external site.](#), for eligible students, with advising, assistance, tutoring, and more.

### **Academic Honesty**

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website

at: [www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf)

[Links to an external site.](#) Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

## **Disruptive Classroom Behavior**

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; physically or verbally abusive behavior. In such cases, where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

[www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf)

[Links to an external site.](#)

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

## **Emergency Procedures for the Del Norte campus:**

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Crescent City campus emergency map is available at

(<http://www.redwoods.edu/District/Maps/dnmap.asp>

[Links to an external site.](#) ). For more information on Public Safety, go to <http://redwoods.edu/safety/>

[Links to an external site.](#) In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- Once outside, move to the nearest evacuation point outside your building;
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the campus authorities.

RAVE – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus, you can receive an alert through your personal email, and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods>

[Links to an external site.](#) and use the “Register” button on the top right portion of the registration page to

create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with "[redwoods.edu](mailto:redwoods.edu)  
[Links to an external site.](#)."Please contact Public Safety, 707-476-4112, [security@redwoods.edu](mailto:security@redwoods.edu), if you have any questions.

ECE 10

Field Experience in Early Childhood Education

Dr. Phil Freneau Message phone: 465-2334

Office hours: see web page: <http://www.redwoods.edu/delnorte>

[Links to an external site.](#)

Class time: See catalogue Student conduct: See catalogue.

## COURSE SYLLABUS

*Note: This syllabus may be modified by the instructor at any time during the semester to accommodate the learning process.*

### Course Description:

**Students demonstrate early childhood teaching competencies under guided supervision to make connections between theory and practice and developing professional behaviors. Students apply comprehensive understanding of children and families; developmentally appropriate, child-centered, play-oriented approaches to teaching and learning; and knowledge of curriculum content areas. They design, implement and evaluate experiences that promote positive development and learning for all young children. Students become informed advocates for high-quality and appropriate educational practices and policies.**

### Course Objectives:

- 1. Integrate understandings of children's characteristics and needs to develop healthy, safe, respectful, supportive and challenging learning environments for all children**
- 2. Evaluate the effectiveness of an early childhood environment, the curriculum and teaching strategies to improve teaching practices.**
- 3. Design, implement and evaluate curriculum activities based on observation and assessment of young children**

4. **Apply a wide array of effective approaches, strategies and tools in developing relationships with children and colleagues.**
5. **Evaluate how teachers involve families in their children's development and learning.**
6. **Critically assess one's own teaching experiences to guide and inform practice.**

## **READINGS**

Developmentally Appropriate Practice, revised ed. Bredekamp, ed. (Washington: NAEYC, 1997).

The Creative Curriculum. Dodge & Colker. (Washington: Teaching Strategies, 1992)

Through the Looking Glass, Observations in the Early Childhood Classroom, 2nd ed. S. Nicolson & S.G. Shipstead. (New York: Merrill, 1993)

## **ASSIGNMENTS**

Field Work: Two 3-hr. sessions a week for 15 weeks. 90 points

After visiting three mentor sites, you will select a mentor with whom you will work throughout the semester. You will sign the Student Teacher – Mentor Teacher Agreement with the mentor teacher and return one copy to the instructor. (90 hrs. @ 1 point each)

You will work with children in your mentor's classroom. You will also have a variety of assignments in the classroom during the semester. Regular attendance at your fieldwork site is crucial. You may be dropped from the class if you miss more than three consecutive fieldwork sessions.

Prior to beginning your fieldwork, you must provide to the center with all items necessary to work with the children. It is your responsibility to check with the center and submit all required items.

Class Participation 15 wks. 150 points

Your active participation during class meetings is an important component of this course. Regular attendance is mandatory for successful course completion. Use class meetings to share and problem solve with peers. At each checkpoint you will be given a competency grade reflecting your overall commitment to your professional growth and development in applying the principles and practices of ECE in your class work and in your field work environment. Your mentor's evaluation, your self-evaluation and the instructor's evaluation of your performance

will figure into this grade.

### Anecdotal Journal Weekly for 15 weeks: 30 points

Each week you must complete an anecdotal record of a child (use format in Looking Glass – Chapter 5). Try to address different areas of development so that you will have had practice recording many varied aspects of development by the end of the semester. These will be turned in each week in class. After your mentor has reviewed the anecdote, and if she allows, share the anecdote with the parent. Be sure you have discussed the anecdote with the mentor prior to talking to the parent and make sure your mentor is present when you speak to the parent.

### Self-Evaluation 3 @ 10 pts. each :30 points

With each checkpoint you will submit a self-evaluation in a format given to you in class. This is an opportunity for you to recognize your strengths and growth areas and identify areas in which you would believe you need additional experience or knowledge. You will be graded on the thought and realistic assessment of your skills and growth. Your mentor will also submit an evaluation.

### Explorations in Interest Areas: 16 explorations: 90 points total

With your mentor, plan and implement two explorations with children in each of the following areas: art, library, dramatic play, manipulatives, blocks, sand and water, outside, cooking. Submit the exploration proposals to your mentor prior to implementation. Complete a self-evaluation of the activity and get feedback from your mentor. **5 points each.**

### Circle / Meeting Time Practice: 12 circle times: 60 points total

You will begin to build confidence in leading circle time by starting with leading just one part of the circle time during the first part of the semester. You will start this process by leading a finger play, a song with movements, movement exploration, flannel board story, read a book, use instruments, a singing game, group or circle game. Submit circle time activity proposals to your mentor prior to implementation. Complete a self-evaluation of the activity and discuss with your mentor. Begin to build a repertoire of circle time skills. You will be leading circle/meeting time on your own by the end of the semester.

### Observation of Teachers & Children 15 points

Based on your observations in your mentor classroom, identify areas of interest or concern in the ways adults and children interact. Select an appropriate observation method, design the tool, collect data and analyze the topic you have selected. Write a summary of the results and of possible adaptations one could make in the program in response sampling results. (Observation text will help you determine the appropriate evaluation tool.)

### Two Week Plan of Possibilities (POP) 50 points

You will develop and implement (if possible) a two-week plan of possibilities in your mentor classroom. This means you will, one week at a time, develop possible activities for the entire session (morning or afternoon) in which you do your fieldwork. In addition to submitting the plan of possibilities, you will also submit a documentation of what actually occurred during the two weeks. (This can be done in a different color ink on a copy of your POP.) Along with these two documents you will also write an explanation of why the changes in your POP were made.

Your POP should include plans for individual children. This may include following up on particular children's interests, or specific skills development activities for the children you evaluated or whom were identified by your mentor.



### Professional Portfolio: 25 points

You will prepare a professional portfolio including a cover letter, current resume, personal philosophy of early childhood education, and any other materials you think a potential employer you would find interesting.

### Professional Growth Activity: 10 points

To encourage you to take advantage of professional growth experiences outside the classroom and to develop your disposition for lifelong learning, you are required to attend one non-college event related to early childhood education during the semester. This could be a Humboldt Association for the Education of Young Children meeting, a workshop, or a conference related to the ECE field. Announcements of upcoming events will be made in class. You will write a summary of the event.

### Child Conference Summary: 10 points

In collaboration with your mentor, complete a parent conference summary sheet. (See Observation test, Chapter 9.) (If your mentor allows, sit in on the conference with the parent.) Have your mentor evaluate your summary sheet. **Do not discuss the conference topics with the parent; this is the mentor's job!**

### COURSE AGREEMENTS AND PHILOSOPHY

1. Be involved. Celebrate the learning process! This course will involve the active participation of all students in activities and assignments designed to enhance learning in and out of class.
2. Be prepared. Come to class with assignments completed and be ready to share your ideas. Bring textbook, paper and writing implement to each class.
3. Be respectful of others. Give your full attention when anyone is addressing the class as a whole.

Side conversations are distracting and can be interpreted as disrespectful. If you disagree with an idea, do it constructively.

4. We will be following the Humanities Division Statement on Student Responsibility and the C/R Student Discipline Policy. If you are unfamiliar with these guidelines, please read them.
5. Grading policy for this course will follow the College of the Redwoods Grading Policy Guidelines.
6. Work turned in past the due date will lose points and may not be accepted if more than one week late.
7. Be responsible. Take responsibility for your own education and always offer your best effort.
8. Be punctual. Come to class on time and stay until class is dismissed. Three late arrivals or early departures will be the equivalent of one absence.
9. Final grade will be lowered one grade level after two absences from weekly seminar. Absences in excess of this may jeopardize your successful completion of this course.
10. There are 560 points possible in this course. (560-504-A 503-448-B 447-392-C 391-336-D)

DSPS: If you need help with a special need contact DSPS

**The above schedule and procedures are subject to change in the event of extenuating circumstances.**

### **Student Teacher/Mentor Teacher Agreement**

The following is a list of items that student teachers need to complete with their mentors:

You must sign this student teacher/mentor teacher agreement with the mentor teacher and return one copy to the instructor.

Complete and document two three-hour sessions a week for 15 weeks of fieldwork experience. regular attendance at your fieldwork site is crucial. You may be dropped from the class if you miss more than three consecutive fieldwork sessions.

Provide the mentor with all necessary paperwork to work with children at the center.

Prior to the required three checkpoints you will sit down with your mentor for an overall evaluation of your work. This evaluation as well as your own will be turned in to your instructor.

You are required to document your overall lab experience. Ask permission from your mentor to photograph, video, tape record, etc.

Student teachers are required to keep an anecdotal journal weekly for 15 weeks. After your mentor reviews your anecdotes and if the mentor allows you may share these anecdotes with the parent.

With your mentor, plan and implement explorations with children in each of the following areas: art, library, dramatic play, manipulatives, blocks, sand and water, outside, and cooking. Submit exploration proposals to your mentor prior to implementation. Your mentor will give you feedback that you will include in your Self-Evaluation.

The student teacher needs to complete 12 circle time activities. The student will submit proposals prior to circle time. The student will Self evaluate these activities and discuss them with their mentor who will also evaluate your work. In the beginning the student may lead just one part of the activities within the circle time. By the end of the semester the student teacher will lead to complete activity.

Student teachers need to develop, with the mentors help, a two-week plan possibilities. If your mentor approves you may implement your two-week plan possibilities and document what actually occurred during the two-week period.

In collaboration with your mentor, you will need to complete parent Conference summary sheet. If your mentor allows, you may participate in the parent conference.

Signature of student teacher \_\_\_\_\_

Signature of mentor \_\_\_\_\_

### Course Summary:

Date	Details	Due
	Assignment <a href="#">child conference</a>	
	Assignment <a href="#">circle time</a>	
	Assignment <a href="#">class participation</a>	
	Assignment <a href="#">Field work</a>	
	Assignment <a href="#">interest areas</a>	
	Assignment <a href="#">Journal</a>	
	Assignment <a href="#">POP</a>	
	Assignment <a href="#">professional growth</a>	
	Assignment <a href="#">professional portfolio</a>	
	Assignment <a href="#">self evaluation</a>	
	Assignment <a href="#">teacher observation</a>	

January 2024

Calendar						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31 December 2023 31 Previous month	1 January 2024 1	2 January 2024 2	3 January 2024 3	4 January 2024 4	5 January 2024 5	6 January 2024 6
7 January 2024 Today	8 January 2024 8	9 January 2024 9	10 January 2024 10	11 January 2024 11	12 January 2024 12	13 January 2024 13

Calendar						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
14 January 2024 14	15 January 2024 15	16 January 2024 16	17 January 2024 17	18 January 2024 18	19 January 2024 19	20 January 2024 20
21 January 2024 21	22 January 2024 22	23 January 2024 23	24 January 2024 24	25 January 2024 25	26 January 2024 26	27 January 2024 27
28 January 2024 28	29 January 2024 29	30 January 2024 30	31 January 2024 31	1 February 2024 1 Next month	2 February 2024 2 Next month	3 February 2024 3 Next month
4 February 2024 4 Next month	5 February 2024 5 Next month	6 February 2024 6 Next month	7 February 2024 7 Next month	8 February 2024 8 Next month	9 February 2024 9 Next month	10 February 2024 10 Next month

Course assignments are not weighted.